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### A. COVER PAGE - Course ID 447435

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|---|---|
| <b>1. Course Title</b>  | Spanish for the Entrepreneurial Mind (UCCI)   |
| <b>2. Transcript Title/Abbreviation</b>   | <b>Spanish for the Entrepreneurial Mind</b>   |
| <b>3. Transcript Course Code/Number</b>   | <b>UCCI</b>   |
| <b>4. Seeking Honors Distinction?</b>   | No  |
| <b>5. Subject Area</b>  | <p>Subject: Language Other than English</p> <p>Category: LOTE Year 3</p> <p>Language: Spanish</p> |
| <b>6. Grade Level(s)</b>  | 9,10,11,12  |
| <b>7. Unit Value</b>  | 1.0 (one year, 2 semesters, or 3 trimesters equiv.)   |
| <b>8. Previously Approved</b><br><b>Was this course previously approved by UC?</b> No   |   |
| <b>9. Is this course classified as a Career Technical Education course:</b> Yes<br><b>Name of Industry Sector:</b> Marketing, Sales, and Service<br><b>Name of Career Pathway:</b> Entrepreneurship |   |

**10. Brief Course Description**

Within the context of a third year high school Spanish class, students will explore how their interests and talents fit into the marketing, sales and service sector, come to understand, develop and implement workplace norms that meet safety and comportment standards, decide upon a product or service to sell, develop that product or service in a simulated market environment, create a marketing campaign to vend the product or service, hire a staff, and present their product or service for sale. Students will use situationally appropriate and culturally sensitive Spanish as the means of communication and instruction as they learn the concepts and principles of sales and marketing inherent in completing these tasks and in demonstrating their ability to apply them appropriately.

**11. Pre-Requisites**

(Required)

**12. Co-Requisites**

(Recommended)

**13. Context for Course**

This is an integrated course integrating Spanish 3 content with a focus on Marketing, Sales and Service--Entrepreneurship specifically. The course is designed to help students develop a thorough understanding of level 3 Spanish Language and Culture through a course rich in connections to Entrepreneurship that will generate interest in Spanish and increase students' success. The applications throughout the course allow students to see the connection between Spanish language skills and a career in Marketing. This course could be part of a Marketing, Sales and Service academy in a sequence of Spanish Language courses.

**14. History of Course Development**

This course was developed at the Fall 2012 University of California Curriculum Integration (UCCI) Institute focusing on subject area "e" Language other than English and the Career Technical Education (CTE) industry sector of Marketing, Sales and Service. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines. To address these challenges, the University of California created the UCCI Institutes to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over eighty California high school academic and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational math concepts with relevant career technical elements.

**15. Textbooks****TEXTBOOK 38028**

Title: District approved Level 3 Spanish textbook

Edition: District approved

Publication Date: District approved

Publisher: District approved

Author(s): District approved

URL Resource: District approved

Usage:

Primary Text

Read in entirety or near entirety

**TEXTBOOK 38029**

Title: District approved Marketing textbook

Edition: District approved

Publication Date: District approved

Publisher: District approved  
 Author(s): District approved  
 URL Resource: District approved  
 Usage:  
     Primary Text  
     Read in entirety or near entirety

## 16. Supplemental Instructional Materials

"Al dia" at the intermediate B1 level published by SGEL ( ISBN 9788497783170)c. 2009 ( or other textbook that covers similar themes.) This Spanish language text will be used throughout the course to interweave grammar study with the study of marketing concepts. <http://www.sgel.es/libros/>

1.Como eres y adonde vas? (Who are you and where are you going?)

\* Additional resources:

Online personality profiles in Spanish.

Work and business related websites in Spanish.

2. Cuidese!: Normas y responsabilidades en el entorno laboral (Workplace Norms and Responsibilities)

From School to Work J.J. Littrell (text)

OSHA.gov (espanol)

Employee handbooks from Local Businesses

The aforementioned text provide a point of reference for appropriate norms, behaviors and attitude.

3. Cual es el producto? (What is the Product?)

Textbook:

District adopted textbook, such as Realidades 3, Prentice Hall

(Chapter 4 deals with personality traits, Chap. 5 and 6 are about the job search and career focus.)

Al dia: Espanol para negocios. Unidades 3 and 4, and part of Unidad 6 (el nuevo consumidor y el mejor producto) as well as part of Unidad 7 (marcas lideres en America Latina) or chapters from a similar text that covers similar themes.

Print Media:

La Opinion, Los Angeles, CA [www.laopinion.com](http://www.laopinion.com) The web site also gives access to the print version, with all the ads so they can be printed out for class.

El Nuevo Herald, Miami , FL [www.elnuevoherald.com](http://www.elnuevoherald.com) is the Spanish language version of the Miami Herald which focuses on U.S, Cuba and Venezuela.

People en espanolÂ [www.peopleenespanol](http://www.peopleenespanol) covers the same type of news as People, but with different celebrities. Extremely inexpensive subscriptions are available in print version, full of ads.

[www.acu-adsum.org/jib.periodicos.esp.html](http://www.acu-adsum.org/jib.periodicos.esp.html) This website connects to newspapers in Spain, the Caribbean, Central and South America. From those papers you can also connect to other magazines, such as Hola! There are still ads in the online editions.

[www.lavanguardia.com](http://www.lavanguardia.com) (Barcelona daily)

[www.prensaescrita.com/america/mexico.php](http://www.prensaescrita.com/america/mexico.php) This includes newspapers throughout all of Mexico, organized state by state.

[www.eluniversal.com.mx/html](http://www.eluniversal.com.mx/html)

[www.hola.com](http://www.hola.com) Hola is a daily magazine of fashion and celebrities, in 13 countries. The different versions show the varieties of vocabulary and register, as [hola.com.ar](http://hola.com.ar) uses the vos form instead of t.

#### Television:

Spanish TV commercials: Spy Rabbit, available through Teachers' Discovery. There are five DVD's including food and holiday commercials, exciting commercials, "spectacular" commercials. They can be captioned (in Spanish) and also have a feature so that they can be slowed down slightly. Very usable in the classroom. There are also workbooks that go with the videos/DVD (available in both formats.)

Televisa [www.televisa.com](http://www.televisa.com) Largest network in Mexico/ Spanish-speaking world.

TVAzteca [www.tvazteca.com](http://www.tvazteca.com) Second largest Mexican network, available widely in California

Univision [univision.com](http://univision.com) (Canal 14 in most markets) Florida based Spanish language television in the United States. Connects to most major radio stations as well.

Telemundo. [www.msnlatino.telemundo.com](http://www.msnlatino.telemundo.com) Telemundo is available on almost all tvs in California, and is the second largest producer/distributor of Spanish language content world wide.

Television Espanola [www.rtve.es](http://www.rtve.es) National television in Spain. Can be viewed online.

#### Radio:

[www.esterosolsf.com](http://www.esterosolsf.com). Available in most California markets

[www.lamusica.com](http://www.lamusica.com) Website which serves as base for many radio stations in the U.S.

[www.tunein.com/radio/Latino-c57945/](http://www.tunein.com/radio/Latino-c57945/) This website links to stations from the U.S., Spain, Colombia, Ecuador, Dominican Republic, Costa Rica and Argentina in real time.

[www.radioshaker.com/radio-stations](http://www.radioshaker.com/radio-stations). Radio Shaker brings a broad selection of Latin radio stations, including musica tropical and recuerdos, mostly U.S.

#### 4. Se vende!: Preparandose para el exito (Preparing for Success in Sales)

##### Textbook:

Any district-approved textbook(s)

##### Supplemental Materials:

Como ganar amigos y influir sobre las personas, (How to Win Friends and Influence People) (Dale Carnegie, Vintage: Rev Tra edition (March 9, 2010)

This book, properly scaffolded, might be used as a source of information regarding how to make a good first impression, how to gain over a customer and how to overcome objections and sell a product.

Kiss, Bow, or Shake Hands, Sales and Marketing: The Essential Cultural Guide--From Presentations and Promotions to Communicating and Closing ( McGraw-Hill, October 25, 2011) This book, properly scaffolded, might be used as a source of information regarding how to sell a product. It will consider cultural aspects of selling that are not covered in Como ganar amigos y influir sobre las personas, (How to Win Friends and Influence People)

Digame: Telephone Spanish (Barron's 1998) = will help students acquire the skills they need to close sales over the phone.

[www.managementhelp.org/businessresearch/focus-groups.html](http://www.managementhelp.org/businessresearch/focus-groups.html) is an English language resource to help students form successful focus groups.

[www.gerza.com/tecnicas\\_grupo/todas\\_tecnicas/grupos\\_focales.html](http://www.gerza.com/tecnicas_grupo/todas_tecnicas/grupos_focales.html) is a Spanish-language resource that explains the formation and use of focus groups.

[www.laits.utexas.edu/laexec/laexec.html](http://www.laits.utexas.edu/laexec/laexec.html) A free website that offers business and cultural insights into Spanish-speaking world.

<http://www.pon.harvard.edu/?s=spanish&catalog> A website to obtain multilingual paired-partner negotiation simulated activities (paid site)

[www.syvum.com/learn/vocabulary/Spanish](http://www.syvum.com/learn/vocabulary/Spanish) provides a large repository of Spanish vocabulary crucial for use in business related contexts. The site provides vocabulary practice exercises

<http://123teachme.com/learn-spanish/workplace-spanish> provides a large repository of Spanish vocabulary for use in business related contexts. the site provides vocabulary practice exercises.

## 5. Vamos a Trabajar! (Hiring)

Como Conseguir Trabajo en los Estados Unidos by Mariela Dabbah is assigned reading. The book is written in Spanish and describes correct formatting and etiquette for developing a cover letter, resume, thank you/follow up letter, interviewing process.

Supplemental Materials:

Atando Cabos By Marta Gonzalez-Aguilar, Marta Rosso-O'Laughlin is consulted, as Chapter 7 discusses the process of acquiring a job.

[www.trabajos.com](http://www.trabajos.com) is a website that lists job postings in Spanish.

## 6. Desarrollo y presentacion del proyecto (Project Development and Presentation)

Most of the information used in this unit comes from the student's portfolio and any documents or resources gathered throughout the first five units. Students and teacher may refer to appropriate sources to clarify or support their key assignments.

Kiss, Bow, or Shake Hands, Sales and Marketing: The Essential Cultural Guide--From Presentations and Promotions to Communicating and Closing ( McGraw-Hill, October 25, 2011) This book, properly scaffolded, might be used as a source of information regarding how to sell a product. It will consider cultural aspects of selling that are not covered in Como ganar amigos y influir sobre las personas, (How to Win Friends and Influence People)

Students and teachers with technology access may consider using the following websites to provide Spanish language and cultural support as needed.

#### Websites

<http://www.laits.utexas.edu/laexec/> for examples of business negotiations in Spanish speaking cultures. The University of Texas at Austin provides ample business settings in Spanish focused on cultural competence.

[www.mec.es/exterior/uk](http://www.mec.es/exterior/uk) The Ministry of Education and Culture of Spain provides leveled articles focusing on a wide variety of subject areas as well as grammar structures, reading comprehension and cultural settings. A number of the articles focus on business related topics.

[www.sylvum.com/learn/vocabulary/Spanish](http://www.sylvum.com/learn/vocabulary/Spanish) provides a large repository of Spanish vocabulary crucial for use in business related contexts. The site provides vocabulary practice exercises

<http://123teachme.com/learn-spanish/workplace-spanish> provides a large repository of Spanish vocabulary for use in business related contexts. the site provides vocabulary practice exercises.

Supplemental Instructional Materials: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

## B. COURSE CONTENT

### Course Purpose

The purpose of Spanish for the Entrepreneurial Mind: Preparandose para el exito empresarial is to provide opportunities for students to enhance their abilities to read, write, speak and understand Spanish at a level commensurate with the successful completion of a third year college preparatory Spanish class while they meet and implement CTE standards related to Marketing, Sales and Service.

In completing this type of dual purpose course, students intent upon completing a-g college admissions will have found the additional space in their high school schedules needed to explore possible career interests without affecting either their ability to satisfy college entrance requirements for a four year institution of higher learning or their ability to continue their study of the Spanish language. They will, in fact, have made themselves more readily employable as they possess an understanding of the business world not found in their peers.

In the same manner, students who believe that their career interests are in the marketing, sales, and service sector may explore these interests while both better preparing themselves to serve a Spanish speaking clientele and keeping the option of attending a four year college directly upon graduation from high school a reality.

### Course Outline

Spanish for the Entrepreneurial Mind: Preparandose para el exito empresarial provides opportunities for students to enhance their abilities to read, write, speak and understand Spanish at a level



commensurate with the successful completion of a third year college preparatory Spanish class while they meet and implement CTE standards related to Marketing, Sales and Service. As students take advantage of these opportunities they will:

Demonstrate the ability to read, write, speak and comprehend Spanish in interpersonal, intrapersonal and presentational contexts using created and planned language at a Novice High-Intermediate Low proficiency level. (ACTFL standards)

Apply and augment their understanding of all previously acquired Spanish grammar, vocabulary, writing conventions, and cultural literacy to the acquisition of skills in the Marketing, Sales, and Service sector as they acquire the ability to use the subjunctive and the perfect tenses appropriately and demonstrate this ability in oral and written communications related to the Marketing, Sales and Service sector.

Expand their understanding of cultural norms in Spanish speaking communities and use this knowledge to better meet the needs of those communities for products and services that are functional, appropriately priced, readily available, and culturally relevant.

Demonstrate the ability to work collaboratively, create a safe working environment, research, create, evaluate and generate products and services, market those products and services appropriately, hire staff members who are willing to align themselves with the vision of the marketing entity, and present themselves and their products and services professionally while using Spanish as the means of communication.

Create a portfolio, or similar collection of work, that offers evidence in Spanish through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Demonstrate the ability to use existing an emerging technology to investigate, research, and produce products and services, including new information, as required in the Marketing, Sales, and Service sector workplace environment.

### 1. Como eres y adonde vas? (Who are you and where are you going?)

In this introductory unit students will expand and add depth to their Spanish language proficiency as they begin to explore their interests, personality traits and talents within the context of a business skills and concepts course with a focus on entrepreneurship. Additionally, they will explore how teams are created and function in the workplace. Finally, they break into teams based on their own skills and aptitudes as they apply what they have learned about the creation of effective marketing teams.

Throughout the unit, students will explore the themes of marketing, sales and service and create a personal learning plan to be included as a guiding document in a course-long portfolio. This learning plan will be outlined in a cover page for the portfolio that allows the student to self-evaluate and set goals as they gain knowledge and skills.

Students will utilize a district-approved Spanish 3 textbook to review and build upon previously learned linguistic skills as they explore their own personality traits. Students will also explore career opportunities and the skills needed to succeed in business, with the goal of synthesizing these findings with their personal strengths and creating a plan for attaining their chosen occupation. Students will use the district adopted text to review and learn the appropriate vocabulary and grammar structures. Instructors may need to create a translated vocabulary list taken from the district-approved CTE Marketing, Sales and Service textbook. Online resources and other texts, (such as the *Al Dia* text) would be utilized to provide input for personality profiles, job announcements and career options.

Successful completion of the activities in this unit will prepare students to move on to Unit 2 where they take their newly established teams into an exploration of workplace norms where they will learn how to function as a team in a emotionally and physically safe workplace.

## 2. Cuídate!: Normas y responsabilidades en el entorno laboral (Workplace Norms and Responsibilities)

In unit 1 students strengthened their abilities to express in Spanish their knowledge of their talents, their interests and their career goals in relation to the Marketing, Sales and Service sector in Spanish. Having identified their talents and strengths, students will apply this knowledge to the workplace. In Unit 2, students now set out to acquire some of the background knowledge they will need to create a workplace that is emotionally and physically safe, that has norms which encourage cooperation and collaboration, and that values cultural sensitivity and respect for the rights and dignity of all as the most efficacious means of turning a profit (profitability) and building loyalty while simultaneously complying with federal, state and local workplace regulations and laws related to product safety. Using websites such as PromonegocioS.net, and OSHA students will be able to research a variety of workplace safety and organizational issues and their respective solutions that are used in various Spanish-speaking communities. Students will create posters for the classroom/ work site and write a manual for the classroom business climate. They will investigate organizational practices and governmental regulations, by researching on the web and interviewing small business owners. Students will work in their teams / businesses to explain why they chose the organizational structure they did. The final oral presentation to the class will summarize what each group has found to be most important.

Inevitably, a study of regulations and organizational practices will influence one's willingness to market a certain product or offer a given service. Therefore, teams will be asked to create a list of potential products/services they may wish to vend so that teams begin to zero in on the single product or service that they will develop in unit 3.

This unit lends itself to the study and or review of the impersonal se, commands as they relate to signs and directives, reflexive verbs as expressions of required routines, adverbs (e.g. con cuidado) past participles used as adjectives, subjunctive triggers that express necessity and vocabulary related to personal hygiene and workplace sanitation.

Successful completion of the activities in this unit will prepare students to move on to unit 3 where they will develop their product or service for market because they will have now developed both team and personal work ethics needed to sustain a supportive and safe work environment that is conducive to successful product development.

## 3. ¿Cuál es el producto? (What is the Product?)

Once students have established the norms of their business environment, they are prepared to consider the choice of an appropriate product or service to market. As an introduction to the the key business concepts, students explore and discuss the meaning of entrepreneurship (5 P's: Product, Promotion, Price, Place & People). Through the use of culturally-authentic materials in Spanish such as newspapers and magazines, television ads, and finally radio, students evaluate and analyze promotional material in order to understand community issues and current events in terms of product creation and customer receptivity. Students will be able to access newspapers, magazines, radio, and television from local media in California and internet sources, such as [www.acu-adsum.org/jib.periodicos.esp.html](http://www.acu-adsum.org/jib.periodicos.esp.html) in order to compare Spanish in the United States with other countries. This analysis provides students with an understanding of the variety of Spanish -speaking cultures and allows them to come to conclusions about regional and universal characteristics. By focusing on real-world language, students will have models of the grammar and vocabulary that they



will use in their productions and on which they will be quizzed. The analysis also guides students to think of goods or services that will be of interest to their target market audience. Students will then decide on a specific product that they will begin to prepare for marketing. They will develop a prototype and a questionnaire about others' reactions to it, including the respondents previous experience with similar products and the likelihood of their using this one. The questionnaires will be presented to the other students and if possible outside Spanish speakers for feedback on their product's viability. After making adjustments to their products in this unit, they are then ready to begin the final stages of product development and marketing found in the final units of the course.

#### 4. Se vende!: Preparandose para el éxito (Preparing for Success in Sales)

In the previous unit students gained a better understanding of their target market(s) and customer profiles through the use of focus groups, surveys and other market research strategies, and acted on that knowledge by modifying their product(s) / service(s) and target market(s). Through the key concepts taught in this unit students now focus on creating an effective promotional and marketing plan including current social media, virtual media, traditional print media, radio and television and other technologies used to support effective communication with members of the target market. These campaigns may, for example, include the development of websites, social media pages, commercials, cold call scripts, media presentations and videos. Students will apply this knowledge in written and oral formats as they interact with prospective Spanish-speaking clients. Key concepts taught in this unit include how to select and implement effective marketing strategies, how to develop and distribute promotional products related to these strategies as well as how to interact with clients with cultural and linguistic sensitivity, proficiency and respect.

The development of promotional and marketing campaigns in and through the use of Spanish will afford the students the opportunity to improve their abilities to communicate in Spanish, both orally and in writing. Students will use newly-acquired product related vocabulary and modifiers, employ imperatives, express relationships of inequality by comparing and contrasting products/services, which may necessitate the use of subjunctive expressions to urge clients to take action.

The promotional and marketing materials developed by the students will demonstrate the developers' cultural sensitivity to issues, themes, colors, language registers, gestures, time frames, holy days, holidays, religious norms, and preferred entertainment.

#### 5. Vamos a Trabajar! (Hiring)

After students have developed a product and corresponding marketing plan, they will employ previously acquired grammar and vocabulary such as that related to personal interests and experiences to the hiring process. Students will read authentic job postings and may work with Como conseguir trabajo en los Estados Unidos. They will then design job postings for their companies after assessing what their group needs. Students will investigate where the best place to advertise their job would be. Students will post their job openings in the classroom and then develop two resumes and cover letters, one for the United States and the other for Spanish speaking countries. They will apply for each others jobs, and develop questions for the interviews they give each other. Students will fill out a rubric to justify why they hired the people they did. They will also write two short final reflections of being interviewed and interviewing. They will strengthen their abilities to use more recently acquired grammatical structures. Structures such as the perfect tenses may be employed to discuss accomplishments while the conditional tenses may be utilized to detail career goals. These skills will improve as students research and engage in the hiring process from both the perspective of the employer and the employee. This research will include a study of cultural variations and acceptable etiquette when applying for work where the target market population is predominantly

## Spanish speaking.

### 6. Desarrollo y presentacion del proyecto (Project Development and Presentation)

With product in hand, marketing campaigns in place, staff hired, and workplace norms and roles defined, students are now ready to display their Spanish linguistic and cultural competencies, and marketing, sales and service knowledge gained throughout the year. To do this, they will create a functional and appealing simulated trade show sales space as a backdrop for presenting their marketing campaigns. Students will reference Proyecto 2: La feria in the textbook *Al día* or a similar text for direction in the development of a trade fair. In creating this trade show sales space for their marketing, they will demonstrate the degree to which they are able to apply entrepreneurial skills as well as employ entrepreneurial practices and appropriate behaviors to a marketing context. As students complete these tasks, they will demonstrate proficiency in the use of such grammatical concepts as indirect commands, the subjunctive triggers, polite commands and the conditional.

### Key Assignments

#### 1. Como eres y adonde vas? (Who are you and where are you going?)

Following a brief review of basic structures and vocabulary, students will be expected to complete the following tasks using the target language.

A. Vocabulary building: In preparation for contextualized lectures and presentations given in Spanish regarding skills, abilities and qualities in the context of teams, students will build knowledge of vocabulary essential to topic comprehension. Instructor modeling of vocabulary in context, and student practice individually and communicatively as well as other strategies are employed to boost acquisition of key vocabulary in Spanish. Students create lists of key terms in their own creative categories, such as occupations, in preparation for assessments.

B. Job descriptions: Using authentic literature written in Spanish as well as some written in translation, students will explore how effective marketing teams are created and function in the workplace. Based on this knowledge as well as additional knowledge gained from other readings, lectures, presentations and their own research, students will develop a 2-4 job descriptions prepared to recruit successful marketing and sales teams. These descriptions will be written in Spanish and posted in the classroom for later reference.

C. Battery of profiles: Students participate in various personality profiles, surveys, inventories and tests that illustrate their interests, values and behavior styles. These assessment tools will be scaffolded in such a way that these tests may be taken in Spanish. Students will also acquire associated vocabulary through deduction of cognates and glossaries. For each personality profile, students reflect on their perception of the accuracy of the outcome, write a short reflection (50 words) in their journal and communicate the gist of their reflection verbally with a classmate. After completing a variety of these activities, students will use the testing results to determine the workplace roles for which they may be most suited.

D. Personal oral presentation: In order to build community and share their findings from the previous assignment, students prepare and present a personal introduction called *Quien eres?* based on the results of the personality profiles they have completed. Students produce a one-page visual representation (photos, clip-art, or drawings without text) of their interests, values and behavior styles and share this with a group of their peers in the target language. Visual cues help the audience comprehend the presentation and allow the presenter to be more extemporaneous. This assignment will help build vocabulary with contextualized visual cues and serve as a way to meet and get to know other members of the class. After each 2-3 minute presentation, students are encouraged to ask questions of the presenter to clarify and extend information. Students are encouraged to collaborate with the presenter to suggest additional strengths they have noted. The presenter listens to peers and

takes notes for further research and consideration. Students will understand that this is a starting point, and that they will be refining ideas generated as they complete the course. The one-page poster and a written reflection (100 words) will be included in the portfolio as an artifact to be consulted for future reference and guidance. Students are now poised to move on to an in-depth inquiry into the characteristics of successful entrepreneurs and to further refine their personal goals in the next assignment.

E. Role models: Beginning with written vignettes in the CTE and Spanish language textbooks and/or provided by the instructor, students read about and then view or listen to professionals who use Spanish language skills in a variety of business roles, including entrepreneurs. After students are familiar with the format, structures and vocabulary inherent in a presentation of this type, guest speakers (professionals) may be connected with students through a teleconference or brought in to share in person. Based on previous readings, students prepare several questions in advance and then write clarification questions during the presentation. They are encouraged to ask them directly to the guest speaker. Examples should be presented by the professionals to highlight the use of language skills and cultural awareness necessary to interact successfully within their profession in Spanish. Based on notes taken during the presentations and answers to student questions, students write an 80 word reflection in their journal, focused on what they have learned and can apply to their plans.

F. Outlining personal skills: Following several presentations, students collaborate with their peers in Spanish to create a word-web, Venn diagram or other graphic organizer to illustrate skills used by the professionals they have observed in person, in readings and in their personal lives. In small groups, they then discuss those skills that most frequently appear and are appropriate to multiple contexts. Students analyze the group-created list of the core business and linguistic skills and compare and contrast how their own identified personal strengths parallel or diverge from the group's list. In their journal, each student creates a short list of the key skills that they hope to gain, how they can gain them and a brief rationale for each. Students will write a brief (150 word) reflective summary detailing how they feel they might best fit into a sales and marketing team. This short essay will be included in the portfolio to be consulted when needed.

G. Checklist for portfolio: After analyzing the results of multiple personality profiles and insights gained from the reading and hearing of the experiences of professionals, students will evaluate their personal strengths, skills and interests. They then reflect on how their basket of skills fits into the workplace. In pairs or groups, students share their personal traits and refine these in order to prepare a simple plan which may include additional skills to be acquired and the resources to be utilized in the form of a checklist. This document, called *Adonde vas?*, will be attached to the inside cover of the portfolio and updated periodically.

H. Creation of student teams: The final assignments of the unit are a written one-page personal profile prepared by the student and to be used in the cooperative creation of companygroups, and a reflective essay. Each profile page is formatted as a chart of key personality traits, skills, interests, and weakness with bullet points for each. It will be submitted to the teacher and then resubmitted to the class without the name of the individual student. The goal is the creation of balanced and viable business teams to be called *empresas* that will be anonymously created by the class with the direction of the instructor. These are the teams that will work together to create a business around a product that they will eventually market. The class will be tasked with creating each *empresa* based on the typical structure of a business (CEO, CIO, CFO, Chief Designer, etc.) and finding anonymous students with the requisite skills and personality for each role. Once the class generally agrees on the composition of the *empresas*, names are revealed and students meet with their peers to begin working on creating a successful business. After this initial meeting, students reflect on the nature of their team: in a 150 word reflective essay in their journal, including the balance of personalities, interests and skills that their team now possesses.

Suggested pieces for addition to the portfolio:

Copies of team-created job descriptions  
Reflections on personality profiles and aptitude tests  
One-page visual personal profile and written reflection  
Reflection on role model presentations  
Reflective summary of personal skills  
Checklist for portfolio cover page  
One-page written personal profile and reflection

## 2. Cuidese!: Normas y responsabilidades en el entorno laboral (Workplace Norms and Responsibilities)

A. In preparation for presentations given in Spanish regarding ethics and legal responsibilities, students will use pre-reading and reading strategies such as the completion of graphic organizers to acquire vocabulary in Spanish. Students will also use these and similar strategies to understand information available in print and electronic media such as that found on websites and in government issued manuals and brochures. Students will submit completed graphic organizers and classroom notes to the instructor.

B. Students will read materials, view videos and access other pertinent resources available in Spanish from OSHA and other agencies related to the Marketing, Sales and Service sector regarding safety, ethical and legal issues as well as matters of quality assurance, confidentiality, intellectual property and personal integrity. Students will take notes, complete graphic organizers and/or record this information in other ways for use at a later date. Students will submit completed graphic organizers and classroom notes to the instructor.

C. Students will create signs in Spanish to reflect the knowledge they have acquired from the activities listed above. These signs will be designed to follow a student-created rubric that evaluates both the linguistic competencies under review as well as the degree to which the student(s) have comprehended safety procedures and integrated them into the signs. These workplace signs may be posted throughout the classroom. Students will employ appropriate grammar structures, such as impersonal *hay que*, and *tiene que* as they create their signs.

As students complete their signs they will apply knowledge gained from a study of as well as an application of the grammar concepts such as *hay que* and *tener que* and past participle verb conjugations found in unit 1 of the *Al día* textbook or of any textbook that covers these grammar points and similar themes. A case study of an "empresa responsable" found in this unit will provide students the opportunity to practice these skills in a marketing context that reflects the need to adopt responsible workplace and company norms. Written activities will be submitted to the instructor for evaluation.

D. Each team/business group will create at least one page for an employee handbook using their previous research. The pages will relate to such topics as providing an emotionally supportive environment that values such traits as integrity, cultural sensitivity and respect for the rights and dignity of all. Students will employ proper Spanish writing conventions and appropriate grammar as they develop these pages. It is also expected that these pages will contain appropriate graphics. These pages must meet the standards set out in a rubric by the teacher. These pages will be collated into a workplace handbook.

E. Working in their teams students will brainstorm a list of potential products / services they might wish to bring to market. All communication will be done in Spanish. The document will be written in Spanish. It will be ungraded as it is simply an organizational document.

F. Students will research which agencies would oversee and regulate the types of businesses and



products they have been discussing as possible marketplace ventures. Students will contact (phone, email, Skype, visit, etc.) a small business owner or vendor who carries or might carry their potential product in order to see how that business or vendor interacts with regulatory agencies and complies with regulations. Participants will also discuss how regulations encourage or hinder sales. Students will write a brief report (150 words) on their findings in Spanish. They will also reflect on how the interview has helped them modify the product or service they hope to create.

G. Students will investigate and analyze the various organizational cultures and practices of the various types of businesses/services they are considering developing. Based on this research students will determine how they wish to be organized. They will also refine the list of products/services they are considering offering based on what they have learned in unit 2. Team members will work collaboratively to develop a memo to the instructor written in appropriate business Spanish that details why and how they reached the decision to organize themselves as they decided to do, and why certain products /services are no longer under consideration. Collaborative communications will be conducted in Spanish.

H. Students will run a copyright/patent searches regarding the types of products and services they may wish to produce. While these searches will not be used to stop the development of any products or services under consideration because these products are not intended to reach the real world market, they are intended to make students aware of the types of modifications they might need to make to their potential products to make them truly marketable. These searches will also include an investigation of the company names under which the students are considering doing business. As a result of this search, students will select provisional names for their teams / companies. Students will write a brief (100 words) report on their findings in Spanish. They will also reflect on how the search has helped them modify the types of products or services they are considering bringing to market.

I. Working in their teams, students will create a 3 minute video, skit, role play or other oral presentation that employs appropriate written audiovisual aids with pertinent information written in Spanish on a topic included in this unit. Teams will present their work in Spanish to the class. These presentations must adhere to a teacher provided rubric.

Suggested pieces for addition to the portfolio:

Snapshots of classroom signs

Copies of team-created employee handbook pages

Copies of reflective essays/reports regarding regulations and copyright/patent implications

Copy of memo to instructor regarding organizational culture and practices

Visual recording of final role play, skit or other presentation

### 3. Cual es el producto? (What is the Product?)

A. After the instructor models the 5 P's in Spanish, students remove an item from a bag and verbally describe it: product, price, promotion and placement and people. This will help them comprehend the concept and lead them to the next task.

B. Students read, view, and listen to advertisements in Spanish from a variety of sources, focusing on the kinds of products and services offered, assumptions about lifestyles that are implicit in the advertising, and what consumers need/want. Students will have clear rubrics for analyses of the advertisements. The initial advertisements will be in the print media, so that reading and visual clues predominate. Here the material can come from magazines and newspapers both from the United States and other countries. Two useful websites are [www.acu-adsum.org/jib.periodicos.esp.html](http://www.acu-adsum.org/jib.periodicos.esp.html) and [www.prensaescrita.com](http://www.prensaescrita.com). Los Angeles La Opinion and Miami's El Nuevo Herald are good U.S. sources. In the second section, students will be exposed to TV advertisements so that there are visual

clues that go along with the spoken language. Spy Rabbit has captured a variety of TV commercials, mostly from Spain. Teachers can also access Univision and other Spanish language stations. In the last segment, students will listen to radio announcements. These advertisements can also be "captured" or recorded from radio on the internet, at sites such as [www.radioshaker.com](http://www.radioshaker.com) or [tunein.com/radio/latino](http://tunein.com/radio/latino). For each step (print, TV, radio) students will be given a rubric for evaluation that asks them to consider how the five (English) P's are addressed as well as the Spanish issues of the register (formal vs. familiar), the referents, the use of comparisons and other grammatical features, and the cultural references made, as well as the use of humor. The assessments of the print ads and commercials will build student comprehension in reading and listening, and the practice of analyzing the grammar will support understanding of Spanish structures as commonly used. The analyses of the commercials in terms of the cultural artifacts will also deepen their understanding of and connection to Spanish-speaking cultures.

C. Class discussions of the advertisements that the students are studying and for which they are filling out rubrics will promote oral fluency, as students will have already thought and written about what they think about the commercials. Discussion will encourage an exchange of ideas and allow students to bring in their outside experiences so that they can question and learn more about the cultural contexts and historical background. Some topics of discussion will include imagining what a typical day is like in different countries, what the familial and societal expectations and norms are, and what roles class, religion and politics play in their lives. This discussion can also be supported by readings from *Al Dia: Espanol para negocios*. Unidad 3 deals with the difference between Spanish and foreign (Latin American) markets, which is also covered in Unidad 4, on businesses and globalization or chapters from a similar text that covers similar themes.

D. Students present an oral critique of two of their favorite commercials in pairs as a conversational discussion. The discussion will be about three -five minutes total for each pair. In the critique, the students will present what they perceive as highly successful marketing strategies. This activity will promote fluency in speaking and build confidence for future public-speaking in Spanish. It also focuses on the issue central to entrepreneurial spirit, which is the effective sales pitch. It is a high interest activity, and also leads to the next step of written evaluation.

E. Students write a comparative evaluation of the marketing strategies and cultural assumptions of at least two Spanish-speaking advertisements from different groups, building on the rubrics that they have used for analysis, citing the three media they have studied. By writing, students are practicing the application of the language skills they focused on in the earlier section. This is a typed one page (double-spaced) assignment.

F. Working in their teams, students now select a single product or service to market. Students will use their evaluation and analyses to inform their design of a product or service to develop to market in a particular area and present a visual presentation (mock-up) of their product. They may also refer to Unidad 6 of *Al Dia*, which is about the new consumer and the best product for the new consumer, or Unidad 7 which explains about leading brands in Latin America, or chapters from a similar text that covers similar themes. The presentation (poster board or powerpoint) will identify the segment of society to which the student has chosen to market, what the uses of the product are, and the cultural value that the product addresses.

G. Since focus groups are a crucial part of evaluating the viability of a product, the teacher will try to create a similar environment. Students will create questionnaires for the focus groups asking about their interest and the likelihood of their buying/using the products and their past experience with similar products or how they have dealt with the problem the new product is designed to address. The basic questionnaire is about one page. Students will take the role of the target audience to be the focus groups for each others products with the aim of trying to improve the final product/service. If possible, other Spanish speakers (school staff, parents, Spanish 4 classes, etc.) can be included in the focus groups. Students use a rubric to guide them in the specific areas of register, grammar, and cultural appropriateness while filling out the questionnaire. Their comments will be communicated



both orally and in writing, by giving the evaluatee- the student developing the product - the answered questionnaire.

H. Students will amend their mock-up of a product or service that they will attempt to market according to the feedback that they have received from the other student evaluations. This final version will be the basis for the marketing campaign in Unit 4.

Proposed portfolio submissions:

Copies of completed rubrics that analyze promotional material

Evaluation of the oral presentation

Written comparative evaluation

Mock-up of product

Copies of focus group questionnaires

#### 4. Se vende!: Preparandose para el exito (Preparing for Success in Sales)

In the previous unit students gained a better understanding of their target market(s) and customer profiles through the use of focus groups, surveys and other market research strategies, and acted on that knowledge by modifying their product(s) / service(s) and target market(s). Through the key concepts taught in this unit students now focus on creating an effective promotional and marketing plan including current social media, virtual media, traditional print media, radio and television and other technologies used to support effective communication with members of the target market.

A. In preparation for contextualized lectures and presentations given in Spanish regarding effective marketing strategies, students will read scaffolded sections of authentic or translated literature related to the development of effective marketing strategies such as *Como ganar amigos y influir sobre las personas*. Students will use pre-reading and reading strategies such as the completion of graphic organizers, elaboration, contextualization, reciprocal teaching and Cornell note-taking strategies to acquire vocabulary in Spanish. Students will use these and similar strategies to understand information available in print and electronic media such as that found in magazine articles or on websites. Websites such as [http://www.123teachme.com/learn\\_spanish/workplace\\_spanish](http://www.123teachme.com/learn_spanish/workplace_spanish) and [www.sylvum.com/learn/vocabulary/Spanish](http://www.sylvum.com/learn/vocabulary/Spanish) may also be used to reinforce the acquisition of business-related/customer service related vocabulary. Students will show completed graphic organizers and classroom notes to the instructor as requested to do so.

B. As they plan their campaigns, students may make use of such literature in their primary language as *Kiss, Bow or Shake Hands, Sales and Marketing: The Essential Cultural Guide* --From *Presentations and Promotions to Communicating and Closing* to provide them with deeper insights into the cultural aspects that must be considered when developing a successful marketing campaign. Students' abilities to apply this knowledge in the target language and to target markets will be evidenced in the campaigns they develop. The website

<http://www.laits.utexas.edu/laexec/laexec.html> provides similar information in the target language.

C. Having acquired the appropriate vocabulary in the target language, read marketing literature, listened to lectures on the topic and researched the topic using resources such as the internet, the students and teacher, (or the teacher alone at his/her discretion) will collaborate in the creation of a rubric by which they will judge the effectiveness of various marketing campaigns targeted on their prospective markets. The communication related to the creation of this rubric will be carried out in Spanish and the final written rubric will be in Spanish.

D. Having acquired the appropriate vocabulary in Spanish, read marketing literature, listened to lectures on the topic and researched the topic using resources such as the internet, the students and teacher, (or the teacher alone at his/her discretion) will collaborate in the creation of a rubric by which they will judge the effectiveness of various marketing campaigns. The communication related

to the creation of this rubric will be carried out in Spanish and the final written rubric will be in Spanish.

E. Students will evaluate samples of print, electronic, and radio marketing campaigns targeted at their prospective clientele using the rubric they have developed. Rubrics will be filled out in Spanish. Having completed this task, students will use Spanish to reach consensus regarding the nature of the multi-faceted promotional and marketing campaign they will now develop. As students develop and employ these rubrics they will have the opportunity to use context appropriate structures in Spanish such as comparative language and some subjunctive triggers related to the need to take action, the expression of an opinion (I think) or the probability that something may or may not be true. Students will submit completed rubrics and a short (75 word) paragraph delineating the decisions they reached regarding their marketing campaign and their rationale to the instructor. These communications will be in Spanish.

Activities from unit 2 of the *Al día* textbook or from any textbook that covers similar themes will aid students in the acquisition of the grammar concepts mentioned above. The case study of the launching of *un producto Bio* included in this unit of *Al día* will provide students with a context in which they can practice these grammar skills in a marketing context. Completed written activities will be submitted to the instructor for evaluation.

F. The culminating activity for this unit will be presentation of the marketing campaigns that have been developed. Presentations and promotional materials will be in the target language. Presenters may dress in culturally-appropriate business attire. All members of each presentation group will contribute a written piece as well as an oral presentation to the campaign. Presentations will be 5 -7 minutes in length.

G. All members of the class who are not presenting a particular marketing campaign will complete a copy of the teacher and/or student generated evaluation form concerning the other presentations. The evaluation form will be printed and completed in Spanish.

Optional: As an extension activity, groups may also present their campaigns to other Spanish classes in order to receive feedback from the general public in preparation for the trade show/convention ?? presentation developed and brought to fruition in unit 6.

G. Students will read and discuss in Spanish the evaluations that they receive. Each student will then write a reflective essay in Spanish of approximately 200 words detailing what they learned from developing and presenting a marketing campaign. They will explain what modification should be made before the simulated trade show/convention airing of the campaign takes place.

H. Using Spanish students will create a KWL chart or other written product, delineating what they believe they now know about the types of employees they may wish to hire based on the type of marketing campaign they developed. This chart will be submitted to the instructor.

Proposed portfolio submissions:

### Marketing Campaign Rubric

Tabulated results of evaluative presentation rubrics

Essay on selected marketing strategies

Copy of final reflective essay

Copies of formative assessments as required by instructor

DVD of marketing campaigns presented to the class

5. *Vamos a Trabajar!* (Hiring) A. In preparation for contextualized lectures and presentations given in Spanish regarding effective marketing strategies, students will read scaffolded sections of authentic or translated literature related to the hiring process such as authentic job listings, authentic literature such as *Como Conseguir Trabajo en los Estados Unidos*. Students will use pre-

reading and reading strategies such as the completion of graphic organizers, elaboration, contextualization, reciprocal teaching and Cornell note-taking strategies to acquire vocabulary in Spanish. Students will use these and similar strategies to understand information available in print and electronic media such as that found in magazine articles or on websites. Websites such as <http://www.trabajos.com> may also be used to reinforce the acquisition of business-related vocabulary and familiarity with authentic job postings in Spanish. Students will show completed graphic organizers and classroom notes to the instructor as requested.

B. Using Spanish as the means of communication, team members will discuss the job functions for which they will need to write job descriptions. At the end of the discussions, each team member will write a 150 word memo to the instructor detailing what positions are needed and how the team reached those conclusions.

C. Having identified these job openings, students will divide up the task of writing job descriptions (50 words each) for each position as listed in C11.5 of the MSS Standards. Students will use standard business Spanish. Copies of these descriptions will be submitted to the instructor as well as posted on an in class jobs board and / or class website for later reference and selection. All communications and written materials will be in Spanish.

D. Students will research how to publish these ads via traditional TV, radio and print media as well as on various websites. This research will include submission formats and deadlines, market coverage and cost effectiveness. Based on this research, students will prioritize the methods they would use to advertise the jobs, and modify the ads based on publication parameters. All communications and written materials will be in Spanish. Each student will submit an individually developed memo of 100 words to the instructor that provides a copy of the prioritized list as well as justification for these decisions.

E. Using the research from the first assignment, students will develop a written list of 10 questions in Spanish for each job opening. These questions will form the basis for the oral interview of each candidate, as listed in C11.1 of the MSS Standards. Students will submit this list of questions to the instructor before using it in an interview setting.

F. Students will fill out a standardized job application (that has been translated into Spanish) for at least one job opening from the jobs board. They will also fill out a Spanish language application for a similar position in a Spanish-speaking country to allow students to compare and contrast the various cultural and legal norms that are inherent in job applications. Atando Cabos can be consulted. These applications will be submitted to the appropriate hiring panels as well as to the instructor.

G. Students will develop basic resumes and cover letters. One resume and cover letter responding to one of the class job postings will be written in Spanish and will be appropriate for an American business environment. A second resume and cover letter appropriate for an Hispanic or Spanish business environment will also be created. The creation of dual resumes and cover letters will allow students to compare and contrast the various cultural and legal norms that are inherent in the preparation of job application documents. Atando Cabos can be consulted. These resumes and cover letters will be submitted to the hiring panel and to the instructor. Resumes should be a page long. Cover letters should be at least 100 words long.

H. Students will develop rating rubrics from the job descriptions they have already created to be used in the hiring process, as noted in A1.2 of the MSS Standards. These rubrics will be submitted to the instructor prior to their use in the interview process for review.

I. Students will participate as members of hiring panels to hire employees. They will use the rubrics developed above. Each panel member will complete a rubric for each candidate. These completed rubrics will be submitted to the instructor for review before being passed on to the student candidates. All communications and written materials will be in Spanish.

J. Students will write a two part (100 words per part) reflective essay detailing what they learned from being interviewed as well as from receiving the completed rubrics. They will also detail what they might do differently and / or what skills they might acquire or strengthen before participating in

an actual interview, complying with section C2 of the MSS Standards. The second reflective essay will detail what the student learned from the experience of being on a hiring panel, how this might affect his/her preparation for an actual interview and how he/she might change the job descriptions or interview questions that his/her team had written previously. These essays might make use of subjunctive triggers, perfect tenses and the conditional tense.

In completing this assignment, students will make use of the instructional material and activities contained in unit 5 of the *Al día* textbook or from any textbook that covers similar material to strengthen the students' ability to use the conditional and perfect tenses. Written activities will be submitted to the instructor for evaluation.

K. As a culminating activity, students take a fresh look at their portfolios to make sure that they are clean, well-organized, complete, and representative of themselves and their work.

### Proposed Portfolio Submissions:

Copies of rubrics created in this unit

Copies of job ads created by the team

Copies of resumes and cover letters

Copies of interview questions

Copies of completed(or tabulated) interview rubrics related to student's interview performance

Copy of reflective two part essay.

### 6. Desarrollo y presentación del proyecto (Project Development and Presentation)

A. Having acquired an understanding of marketing and sales concepts via lectures, readings, presentations, power points, other instructional methodologies and the textbook *Al día* from the section Proyecto 2: La feria or a similar text students now apply this knowledge to the design of a sales booth. The selected space must appeal to a Spanish speaking clientele, fit the product being marketed and function well despite any limitations imposed by the physical size of the booth. Resources may include face to face, telephonic, Skype, video chat or e-mail exchanges, interviewing persons involved in trade shows, online sources, narratives, magazine articles and instructional literature. In addition speakers may be invited to the class to present various sales booth/space designs and their purposes or give a step-by-step lesson in their creation.

After determining which design lay - out will be most effective, students will write a brief (200 words) informational document describing the design selected and defending the choice by citing marketing principles and practices. This report provides an opportunity to integrate and practice grammatical concepts such as the subjunctive and conditional tenses in Spanish.

B. Based on their booth/space design, students will determine what aspects of the booth/space they have already created and what must be added to create a marketing space that is both culturally appropriate and functional. Students write an e-mail (100 to 150 words) to their employer detailing what aspects of the space/booth are already completed and what needs to be created including the materials to do so. This may necessitate the need for integration of grammatical concepts such as the subjunctive, conditional, indirect and polite commands as well as register in Spanish.

C. Based on their research findings students will design plans for the assembly of the booth/space. Students will develop step-by-step instructions, identify individual tasks and responsibilities, and create a written overall time frame in which the assembly must be completed. Students present this information in writing in chart form using the target language. All final copies of planning documents will be submitted in Spanish. Planning includes specifying where each piece of the



marketing campaign is to be laid out, displayed, or stored for easy access thus demonstrating the students' abilities to implement the safety standards and skills acquired in Unit 2.

D. Students create a practice dialogue in written format (200-250 words) of potential sales interactions using grammatical concepts needed for persuasion. Additionally, students will identify and defend the cultural appropriateness of their dialogue at the end of the dialogue by writing a brief expository paragraph in Spanish. In preparation for their dialogue students may make use of websites such as <http://www.laits.utexas.edu/laexec.html>. This site offers dozens of interviews of professionals in Spanish speaking countries focusing on a wide array of culturally appropriate business practices.

E. Students use these dialogues to participate in a variety of role-plays that simulate actual trade show scenarios. The dialogues will be evaluated with a rubric focused on linguistic ability, cultural literacy and marketing and sales principles. The role plays will be from 3 to 7 minutes in duration.

F. At the conclusion of the trade show marketing experience, students reflect in both oral and written Spanish on the what the journey through this course has meant for them both in terms of the CTE competencies gained and the ability to use oral and written Spanish more easily and confidently. ?? Students present their reflections in small groups. They then write a reflective essay (200 - 250 words) based on feedback from their team in order to organize their thoughts in preparation for a final assessment activity. The essay will be placed in the portfolio.

G. Students organize their portfolio pieces from the entire course to show how they acquired skills and knowledge in both Spanish and marketing/sales. The portfolio will showcase student writing skills in Spanish as well as each student's understanding of business concepts and organizational skills. Students will use rubric for organizing their portfolio. The rubric will be used at a later point to evaluate the portfolio.

As an extension activity:

Whenever possible, students will carry out marketing activities for their product or service with Spanish speaking members of the community as well as the faculty, staff and/or students of the high school. These individuals will assume the roles of potential clients.

Proposed portfolio submissions:

Informational document describing the sales booth/space format an e-mail, note or other communicative document to their employer

step by step instructions, calendar of execution and time frame

practice dialogue in written format

rubric evaluation from oral practice

### **Instructional Methods and/or Strategies**

Communicative-based activities will support the acquisition of vocabulary and grammar

via the target language. Vocabulary-laden and context-embedded activities will aid in the introduction of new topics. Paired interviews between and among students and / or members of the community will allow the students to acquire new language and business skills.

Writing assignments in Spanish will build critical thinking skills in students as they reflect on what they have learned and how it will affect their vision of themselves as potential entrepreneurs. Writing assignments will also measure the students' ability to communicate in Spanish using the written word. A course portfolio will contain their reflections and catalogue their changing perceptions and career plans.

"Direct instruction such as lectures in Spanish on a variety of topics will be aided by visuals and other support. Grammar practice will be facilitated within a marketing context. Instruction related to acquisition of language skills as well as those related to business will be context-embedded to help students acquire both the linguistic and the CTE information being presented in the target language.

All lectures require that students take notes in Spanish.

Classroom discussions, role plays, skits, guest speaker presentations and other interactive and or experiential learning activities will be conducted in Spanish whenever possible. (A guest speaker, for instance, might be a monolingual speaker of English.) Oral and written responses to these activities, however, will be written in the target language. These activities will reinforce grammatical, cultural and entrepreneurial concepts and skills.

As part of inquiry based learning, students will be responsible for explaining their attempts to decipher the texts- either as videos, print or radio. Students will work from authentic Spanish-language texts. These texts may be scaffolded to allow students to comprehend the information more easily. Likewise, teacher-facilitated discussions generated by teacher-formulated, open-ended questions on the reading assignments will help students develop the analytical thinking skills to question and pose problems, think flexibly, and to communicate with clarity and precision.

Throughout the year lectures, readings, presentations and assignments will be progressively more complex but made comprehensible to students through the use of such strategies as teacher modeling, scaffolding, clustering, semantic mapping, contextualization, use of graphic organizers, tapping prior knowledge, providing an appropriate wait time and rate of speaking.

Pronunciation activities based on textbook listening activities and pronunciation drills as well as on teacher-modeled examples will help students acquire and improve their pronunciation skills.

Oral comprehension exercises may include such materials as tapes of sample conversations between buyers and sellers where students need to indicate whether responses are appropriate or not, or identify the major reasons why a sale was closed or lost.

1. Como eres y adonde vas? (Who are you and where are you going?): Students will use pre-reading activities, surveys, polls, social interaction activities, and problem solving activities to acquire an initial understanding of the entrepreneurial world and how they might fit into it. These activities will help to scaffold all reading, especially the Spanish language pieces that facilitate the on-going process of learning to read, write, speak, and comprehend Spanish at an intermediate level of proficiency.

2. Cuidese!: Normas y responsabilidades en el entorno laboral (Workplace Norms and Responsibilities): Direct, scaffolded instruction via lecture will help students understand the importance of creating and maintaining a supportive work environment. Skits, role plays, classroom discussions, and the development of student-generated written classroom norms will be used to gauge comprehension of the material.

3. Cual es el producto? (What is the Product?): Students use interactive activities conducted in the target language to investigate the potential market and develop a proposed market. They will learn to read and understand a culture through the artifacts of its advertising, and develop their listening skills listening to radio, a culturally appropriate medium. In addition, this unit focuses on critical analysis of authentic cultural materials to come to an understanding of the language and cultures in which students will function. Students will be guided through the process of noting details and drawing conclusions from them- both about language and culture. The use of authentic advertisements as the comprehensible input at the beginning is to increase interest and connection to the real world. The teacher will provide the initial rubrics and develop the vocabulary lists which include the words of highest frequency of use in the materials being read. Students will be required to use the highest frequency vocabulary and grammatical structures - in both written and oral forms- in daily practice, as guided practice. Practice in oral conversation, guided in small groups with the rubrics and then expanding to include the whole class, will lead to the first graded presentations- which are conversations between two students comparing their favorite advertisements and explaining why they like them. The development of focus groups and the questionnaires also support the conversational skills. Written skills are practiced in several reports.

4. Se vende!: Preparandose para el exito (Preparing for Success in Sales) Students use oral and written Spanish to facilitate social interactions that lead to a successful marketing experience for both



the vendor and the consumer. Utilizing critical thinking skills, discussions and data they have previously gathered, students will evaluate the best way to market a product or products to meet the needs of a Spanish-speaking community. Students will then use experiential learning to carry out the marketing campaign they develop.

5. A contratar a los empleados! (Hiring): Students use real world employment preparation documents coupled with guided and independent practice to fill out required employment forms. Role plays in which students play the roles of employer and /or potential employee conducted in Spanish will provide each student with an initial experience of how one enters the world of work.

Case studies will help students identify factual examples of course concepts.

Portfolio entries will help students collect their personal job search materials together, as well as a sample of a payroll and its relevant calculations.

Lecture will be valuable in disseminating information.

Reflective discussion will help reinforce course content for students

Roleplay/skit will allow students to practice interviewing techniques

6. Desarrollo y presentacion del proyecto (Project Development and Presentation): Students participate in experiential learning in the form of a final culminating activity to assess how well students have developed their entrepreneurial minds over the academic year.

#### **Assessment Methods and/or Tools**

1. Como eres y adonde vas? (Who are you and where are you going?)

A. Vocabulary acquisition is assessed through written quizzes early in the unit. Multiple formative assessments occur in the form of student-demonstrated speaking and reading comprehension.

B. Group-created job profiles serve as formative assessments of vocabulary use, language structures and comprehension of professional roles in a business. The format for these is based on the job announcements that the students viewed and analyzed in assignment B. Assessment will be based on the completion of the task and the perceived effectiveness of the product, including adherence to cultural norms.

C. As formative assessments, student completion of a variety of personality profiles, surveys, inventories and tests demonstrate student comprehension and progress. The resulting written student reflection is used as evidence that the students better understand their interests, values and behavior styles. Use of appropriate and precise vocabulary is demonstrated in the reflection.

D. Oral presentation Quien eres: In Spanish and using a one-page visual representation, students present an introduction of themselves to a small group of their peers including basic data (age, origin, etc), personality, preferences and recent discoveries related to the results of personality profile activities (such as true colors) and educational and career goals that they may already have. A rubric for the visual one-page and key speaking functions is provided before preparing the presentation and provides instructor feedback to students. Speaking skills will be rated in terms of content, comprehensibility and language use. After the presentation, students reflect in writing (100 word journal entry) on their performance. Assessment of the journal is based on task completion, comprehensibility, and student comprehension of key CTE concepts. Any gaps in skills become future learning objectives, especially those that will lead them to be successful entrepreneurs operating in Spanish. The rated rubric, visual one-page, and student reflection will be placed in the student portfolio. The instructor may use this as a robust formative assessment or a summative assessment.

E. As a set of formative assessments, students demonstrate comprehension of written and spoken information presented regarding a selection of business professionals. Evidence includes student notes, student-created questions and written journal reflections, including cultural insights. Assessment is based on task completion, language use and demonstrated comprehension of key concepts.

F. As a group formative assessment, graphic organizers (such as a word-web or Venn diagram) and lists of professional skills are created and assessed for comprehension of key concepts. Individual written journal entries (a list of the key skills that they hope to gain, how they can gain them and a brief rationale for each) are informally assessed. As a summative assessment, students write a brief (150 word) reflective summary detailing how they feel they might best fit into a sales and marketing team based on their perceived strengths, skills and interests. This short essay will be assessed for demonstrated comprehension of key business concepts, use of precise vocabulary and target language structures.

G. Writing Adonde vas?: Using Spanish, students write an initial plan for building personal skills necessary for success in the course and in their future careers. In this plan they highlight both their values, interests, and strengths as discovered through multiple personality profiles. The second part of the plan lists goals stated in terms of desired skills that students have not yet mastered. For each perceived area for growth, students identify resources available to gain targeted skills. Ideas are sentence length and formatted as a checklist which is then used as the inside cover of the portfolio. The assessment rubric is based on adherence to the format, linguistic accuracy and the thoroughness of the plan.

H. As a summative assessment, students create a written one-page personal profile formatted as a chart of key personality traits, skills, interests, and weakness with bullet points for each. Each point is written as a complete sentence and assessed for accuracy and language use as well as demonstrated familiarity with the key business concepts.

## 2. Cuidese!: Normas y responsabilidades en el entorno laboral (Workplace Norms and Responsibilities)

A. Informal assessments of students' abilities to use Spanish as a means of oral and written communication will be made as the instructor monitors student participation in discussion groups, and group work.

B. Formative assessments will take place at appropriate intervals during the unit to assess listening skills, vocabulary acquisition, and the degree of proficiency in using recently introduced grammar and business / marketing concepts in combination with previously acquired knowledge and skills. The type of formative assessment will be determined by the teacher.

C. The sign/poster assignment will be used as a formative assessment through the use of a rubric that evaluates both the linguistic competencies under review as well as the degree to which the student(s) have comprehended and applied a knowledge of ethics and legal responsibilities as they apply to this area of study.

D. Through the use of a rubric, the employee handbook assignment will become a formative assessment that evaluates both the linguistic competencies under review as well as the degree to which the student(s) have comprehended and integrated a knowledge of ethics and legal responsibilities into this material.

E. The reports on the significance of regulation and its impact on the product or service to be vended as well as the copyright/patent search will be used as formative assessments. Rubrics that evaluate

both the linguistic competencies under review as well as the degree to which the student(s) have understood how regulations and issues of intellectual property may both safeguard and hinder the operation of a successful business will be employed to measure comprehension.

F. The memo assignment regarding the organizational structure of the team/business will be used as a formative oral assessment. A rubric that evaluates both the linguistic competencies under review as well as the degree to which the student(s) have comprehended and integrated a knowledge of organizational culture and practices to their own plans for engaging in business will be utilized. The instructor will meet with students individually, in small groups or in teams as best fits the needs of the course.

G. The final skit, role play or other presentation accompanied by appropriate written audiovisual aids will be regarded as a summative assessment through the use of a rubric that specifies both the linguistic competencies under review as well as the degree to which the student(s) have comprehended and integrated an overall knowledge of ethics and legal responsibilities as they apply to the Marketing, Sales and Service sector.

### 3. Cual es el producto? (What is the Product?)

A. Student participation in frequent class discussions will be part of the formative assessment of student comprehension and oral fluency. This important daily practice is absolutely necessary for the development of speaking skills and will be noted and encouraged.

B. Formative assessments will take place at appropriate intervals during the unit to assess listening skills, vocabulary acquisition, cultural literacy, and the degree of proficiency in using recently introduced grammar and business / marketing concepts in combination with previously acquired knowledge and skills. The type of formative assessment will be determined by the teacher. Informal assessments of students' abilities to use Spanish as a means of oral and written communication will be made as the instructor monitors student participation in discussion groups, and group work. Such assessments will also be used to gauge the growth in cultural literacy of each student.

C. The student's completed responses to the three advertising media rubrics that ask for evaluation of the cultural and grammatical aspects of the advertising campaigns are a formative assessment, and feedback can be given as students go along. The rubrics focus the student's attention on specific aspects of language and culture. While it is formative, students will also be graded on the completeness and accuracy of their responses, and will have the chance to improve their work as the class goes on.

D. The oral critique of the two favorite commercials will be a summative assessment that comes after discussion and written work. It will be presented as a conversation between students, so that it follows the pattern of the style of speaking that students have practiced rather than throwing them into a new situation. Students will have time to prepare this presentation so they have a chance to do better than they might with spontaneous speech. Oral fluency is one of the four key skills students need: evidence of the assessment will

be a written rubric that is completed by the teacher (and possibly other students.)

E. The written evaluation of two Spanish-speaking marketing campaigns and their expressions of the cultural ethos of the two countries is a summative assessment that measures the student's ability to apply the analytic and language skills that have been practiced so often in class. If this assignment is not an in-class paper, then students will have the additional time to work on editing their mistakes and polishing both the argument and the language. This assessment reflects a student's mastery of the skill of writing an analytical report that could be useful in the real world of work.

F.1. The mock-up and the presentation of the product, along with the written explanations on the PowerPoint or poster-board is a formative assessment when it is first presented. This again is a close to real world product which requires clear and accurate expression in Spanish and thought. The physical mock-up of the product or a poster of the service to be rendered is a standard artifact of the product-development process and crucial to successful marketing.

F.2. The final revision of the mock-up will be given a grade as a summative assessment, since so much work has gone into the process of perfecting the both the product and the articulation of the product or service.

G. The creation of a questionnaire for the focus groups is a summative assessment, though students will be guided through preparing it correctly because of the need for clear communication, especially with people from outside the class. The questionnaire will be graded for the accuracy of the grammar, the use of vocabulary and the choice of questions asked for their usefulness in modifying the product and/or its pricing, or promotion.

H. The portfolio is an on-going product where students keep their major assignments in a single place so that it can be displayed as a cumulative file of their accomplishments. Having a portfolio and keeping all previous letters, resumes, projects, etc., is definitely a worthwhile habit to establish in order to be successful in the business (or academic) world.

#### 4. Se vende!: Preparandose para el éxito (Preparing for Success in Sales)

A. Informal assessments of students' abilities to use Spanish as a means of oral and written communication will be made as the instructor monitors student participation in discussion groups and group work. Such assessments will also be used to gauge the growth in cultural literacy of each student.

B. Formative assessments will take place at appropriate intervals during the unit to assess listening skills, vocabulary acquisition, cultural literacy, and the degree of proficiency in using recently introduced grammar and business / marketing concepts in combination with previously acquired knowledge and skills. The type of formative assessment will be determined by the teacher.

C. As a formative or summative assessment (depending upon its placement in the unit) students will use Spanish to demonstrate one of several oral selling techniques successfully. These may include cold calling sales presentations as well as the ability to close sales during face-to-face interactions. This rubric-based assessment provides students the opportunity to demonstrate their ability to use oral Spanish to close a sale using persuasive language.

D. Formative assessments of the ability to use Spanish appropriately in a marketing context may take place as the students engage in role plays and presentations. These assessments may be based on rubrics created by the instructor and / or the students at the prerogative of the teacher.

E. Formative assessments of the ability to use Spanish appropriately in a written context may come from the evaluation of the written pieces for the marketing campaign submitted by each student. At the discretion of the teacher, students may participate in the creation of this rubric. The rubric will be printed and completed in Spanish.

F. Formative assessments of each student's ability to work as a member of a team in a marketing context may be made during group presentations and team assignments. At the discretion of the teacher, students may participate in the creation of this rubric. The rubric will be printed and completed in Spanish.

G. A summative assessment of each student's ability to develop an effective marketing campaign will be conducted by the teacher. Individual students will be asked to evaluate a teacher-provided marketing campaign experience in conjunction with a teacher-provided rubric that calls not only for judgements based on a numeric scale, but also for a written justification for those numeric values. All such justifications will be written in Spanish. The teacher's grading rubric for this summative assessment will evaluate both marketing competencies and written language competencies in Spanish.

H. A summative assessment of each team's ability to develop and present an effective marketing campaign will be conducted by the teacher. This may involve the use of a teacher and / or student created rubric. This summative assessment may be based in part on the evaluations done by members of the class as they watched other teams present their marketing plans in a classroom context. The elements of the rubric contributed by the teacher will insure that this summative assessment evaluates both marketing competencies and written language competencies in Spanish.

#### 5. ¿Vamos a Trabajar!(Hiring)

A. Informal assessments of students' abilities to use Spanish as a means of oral and written communication will be made as the instructor monitors student participation in discussion groups, and group work.

B. Formative assessments will take place at appropriate intervals during the unit to assess listening skills, vocabulary acquisition, and the degree of proficiency in using recently introduced grammar and business / marketing concepts in combination with previously acquired knowledge and skills. The type of formative assessment will be determined by the teacher.

C. As a formative assessment, the teacher will assess the memo regarding the open job positions using a rubric that evaluates such skill areas as linguistic proficiency and how well students understand what skills must be present in team members to insure that the marketing and sales team is efficient and effective.

D. As a formative assessment, the teacher will assess the job descriptions written by students using a rubric that evaluates such skill areas as linguistic proficiency, and how well the student understands how to write an effective job description for a given position.

E. As a formative assessment, the teacher will assess the memos written by students regarding the selection of the most appropriate and effective means of advertising open job positions using a rubric that evaluates such skill areas as linguistic proficiency, and how well the student understands how to use advertising effectively as it is commonly used in human resources related situations.

F. As a formative assessment, the teacher will assess the proposed job interview questions developed by students in such skill areas linguistic proficiency, legal compliance, cultural sensitivity and appropriateness for the position under consideration.

G. As a formative assessment, the teacher will assess the job applications the students have filled out in such categories as legibility (if not typed), spelling, grammar, proper use of writing conventions, honesty, overall linguistic competency and appropriate skills match for the position being sought.

H. As a formative assessment, the teacher will assess the cover letters and resumes written by students using a rubric that evaluates such topics as linguistic proficiency, proper use of writing conventions, appropriate selection of appropriate stationery, and the inclusion of culturally appropriate information.

I. As a formative assessment, the teacher will assess the job panel hiring rubrics written by students using a rubric that evaluates such skill areas as linguistic proficiency, and how well the students understand how to develop an evaluative tool from a description

J. As a formative assessment, the teacher will use rubrics completed by the various hiring panels in assessing each student's ability to present himself/herself as a potential employee.

K. As a formative assessment, the teacher will use a rubric to assess the effectiveness of each member of the various hiring panels as each panel conducts its interviews.

L. As a summative assessment, the teacher will meet individually with each student to review the portfolio components from this unit as part of a rubric used to measure the level of linguistic and job related skills proficiencies presented in this unit. All communication will be conducted in Spanish. The teacher will use a final rubric to assess such skill areas as overall oral proficiency, writing proficiency and overall comprehension of the concepts presented in this unit.



## 6. Desarrollo y presentacion del proyecto (Project Development and Presentation)

### Formative assessments

- A. Informal assessments of students' abilities to use Spanish in oral communications will be made as the instructor monitors student participation in discussion groups and group work. Such assessments will also be used to gauge the growth in cultural literacy of each student.
- B. Formative assessments will take place at appropriate intervals during the unit to assess listening skills, vocabulary acquisition, cultural literacy, and the degree of proficiency in using recently introduced grammar and business / marketing concepts in combination with previously acquired knowledge and skills.
- C. Formative assessments of the ability to use Spanish appropriately in a marketing context will take place as the students engage in role plays and presentations. These assessments will be based on rubrics that assess both linguistic and CTE competencies.
- D. Formative assessments of the ability to use Spanish appropriately in a written context will come from the written piece submitted for the booth/space design plans. These assessments will be based on rubrics that assess both linguistic and CTE competencies.

### Summative assessments

- A. A rubric will be used to judge both the effectiveness of the marketing campaign and the functionality of the sales space created for the simulated trade show experience. This rubric will assess linguistic abilities, cultural literacy and marketing competencies. At a minimum, it will be completed by the teacher. Ideally, those who visit the trade show and experience the marketing campaigns will also complete it.
- B. Students implement their plan culminating in an activity such as a simulated trade show for presentation to a larger segment of the public. This activity showcases created language use in an oral format in interpersonal settings and cultural literacy in the context of sales. This is an opportunity for students to demonstrate their proficiency using the subjunctive, indirect commands, polite commands and the conditional. A rubric in Spanish will be used to assess linguistic abilities, cultural literacy and marketing competencies.
- C. Students submit their completed portfolios to the instructor in conjunction with a reflective essay (200 to 250 words) in Spanish that documents the degree to which they have acquired the linguistic and entrepreneurial skills needed to enter the marketplace as either employee or employer.
- D. Students meet individually with the instructor to demonstrate their ability to use Spanish at a level commensurate with the completion of a third year college prep course. As they orally review their portfolios in Spanish with the instructor they will demonstrate that they have acquired the CTE competencies related to the Marketing, Sales and Service sector presented and practiced in this course. A rubric that reflects linguistic proficiency and CTE competencies will be used to provide a final assessment.

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